DOCUMENT RESUME

ED 162 393 24 EA 010 887

AUTHOR Mammana, Joseph R.
TITLE Multi-Unit High School. Assistant Principal's Manual.
INSTITUTION North Hunterdon Regional High School, Annandale, N.J.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
BUREAU NO 72-455
PUB DATE Sep 76
NOTE 43p.; For related documents, see EA 010 883-889; Photos may not reproduce clearly
AVAILABLE FROM North Hunterdon Regional High School District, Route 31, Annandale, New Jersey 08801 ($36.00 for set of 7)

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Administrator Role; *Assistant Principals; Educational Change; *Manuals; *Multiunit Schools; Secondary Education; *Teacher Administrator Relationship; Teacher Recruitment
IDENTIFIERS *Learning Communities; North Hunterdon Regional High School District NJ

ABSTRACT

The most important and most difficult task of the assistant principal for instruction in a multiunit high school is recruitment of teachers for the learning communities. These teachers must be convinced that the increased workload and added responsibilities involved in developing interdisciplinary courses, budgeting time, space, and funding, and dealing with students on an individual basis are offset by the autonomy, academic freedom, and positive student response gained in return. Other tasks shared by the assistant principal for instruction include teacher evaluation, monitoring the instructional budget, promoting cross-disciplinary techniques, organizing summer work, overseeing use of curriculum guides and independent study projects, providing for inservice training, and developing the learning community concept. The assistant principal for student services, on the other hand, has responsibility for such noninstructional phases of the high school operation as facility usage and security, discipline, and the extracurricular budget. The learning community affects this role in two ways. The learning community itself takes on some first-level disciplinary functions, and the assistant principal for student services must modify record-keeping processes to assist measurement of the program's success. Appendices contain samples of basic forms used by the assistant principals. (Author/PGD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED162393

Multi-Unit High School

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Olga Kupczak

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Assistant Principal

EA 010 887

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
225 WEST STATE STREET
TRENTON, N. J.

OFFICE OF THE COMMISSIONER

The Multi-Unit High School Program is a comprehensive approach to advancing creativity in secondary schools. It improves student performance within a humanistic environment. It also decentralizes decision making, enabling those affected by decisions to participate in their resolution through consensus techniques. The program places equal emphasis upon meeting the needs of students and providing a rich and varied curriculum. It is a quality educational program designed to enhance student learning within our high schools.

Fred G. Burke
Commissioner

North Hunterdon Regional High School District
Route 31
Annandale, N. J. 08801

MULTI-UNIT HIGH SCHOOL

ASSISTANT PRINCIPAL'S MANUAL

BY

JOSEPH R. MAMMANA

Project Number 72-455, Title III and IVC, E.S.E.A.

September, 1976

Photography
Lee Burdette MUHS student
Pete Zakroff ZM 2

Cover design and sketches
Joanne Gargiula MUHS student

Printing — The Democrat Press

Editing
Olga Kupczak
Randy Schaeffer

Thank you to all of the secretaries who spent many hours typing the manuscripts.

The materials presented herein were prepared pursuant to a Grant from the New Jersey State Department of Education under provisions of Title IV-C of the Elementary and Secondary Education Act of 1965 as amended, added by section 401, P.L. 93-380. However, the opinions expressed herein do not necessarily reflect the position or policy of the New Jersey State Department of Education nor of the United States Office of Education.

Copyright 1977, North Hunterdon Regional High School District, for the duration of five years.

FRED G. BURKE
Commissioner of Education

RALPH H. LATALLE
Deputy Commissioner

GARY GAPPERT
Assistant Commissioner
Division of Research, Planning & Evaluation

STATE BOARD OF EDUCATION

Ruth H. Mancuso, President ..... Gloucester
Anne S. Dillman ..... Middlesex
S. David Brandt ..... Camden
William Colon ..... Hudson
Susan N. Wilson ..... Mercer
Bryant George ..... Bergen
E. Constance Montgomery ..... Morris
Katherine Neuberger ..... Monmouth
P. Paul Ricci, Vice President ..... Cumberland
Sonia B. Ruby ..... Atlantic
Jack Slater ..... Passaic
Helen A. Zehner ..... Salem

Secretary, Fred G. Burke, Commissioner of Education

Ex Officio

T. Edward Hollander, Chancellor, Department of Higher Education

STATE ADVISORY COUNCIL

Elementary and Secondary Education Act

Title IV

Eileen Burke	Joseph Fittipaldi	Edward Ortiz	Parthenia Smith
Paul Campbell	Roslyn Gross, Director	Robert Pecka	Willa Spicer
Elizabeth Cotton, Jr.	Jeanne Heningburg	William Phillips,Jr.	Vera Sullivan
Russell Dauscher	Brenda Johnson	Paul Protic	Thomas W. Sykes
Michael DeRogatis	Robert Lachenauer	William E. Schneider	Sister Mary Winifred
Joseph Dimino	Bruce McClellan	Thomas Scraydarian	

NORTH HUNTERDON REGIONAL HIGH SCHOOL DISTRICT

BOARD OF EDUCATION

James J. Drautman, President
Richard Dieterly, Vice President

Joseph Barton
William H. Bender
George A. Cregar
John V. Dalton
Maud Dahme
Benjamin J. Dontzin
Janet LeClair
Ann Manchur
Archie E. Mitchell
Albert Nagie
George Plushanski
Frank T. Romano

Helen B. Young

ADMINISTRATIVE STAFF

Superintendent
Kenneth D. Hall

Assistant Superintendents
Paul E. Rickenbach and Dario Valcarcel, Jr.

Assistant to the Superintendent
Denis R. Ditze

Directors
John L. Bishop and Richard C. Cunningham

North Hunterdon High School

Principal ..... Robert S. Kish
Assistant Principal — Instruction ..... Joseph R. Mammana
Assistant Principal — Student Services ..... James R. Hoover

Voorhees High School

Principal ..... William E. Conwell
Assistant Principal — Instruction ..... Carl D. Morrison
Assistant Principal — Student Services ..... Leonard F. Lane

Dario Valcarcel, Jr.
Multi-Unit High School Project Director

TABLE OF CONTENTS

INTRODUCTION 1

ASSISTANT PRINCIPALS — ROLES 1

ASSISTANT PRINCIPAL FOR INSTRUCTION 2

IDENTIFICATION OF A FACULTY WITH SPECIFIC NEEDS AND INTERESTS 5

PHASE IMPLEMENTATION 9

TEACHER EVALUATION 12

BUDGET MONITORING 13

PROMOTION OF CROSS DISCIPLINARY TECHNIQUES 13

ORGANIZATION OF SUMMER WORK 14

LEARNING ACTIVITY PACKETS 14

CURRICULUM GUIDES 14

COOPERATIVE PLANNED UNITS 15

IN-SERVICE 15

CONTINUOUS CONTACT WITH LEARNING COMMUNITIES 16

DEVELOPMENT 16

ASSISTANT PRINCIPAL FOR STUDENT SERVICES 21

CONCLUSION 22

APPENDICES 24

P R E F A C E

The Multi-Unit High School (MUHS) combines an instructional strategy, organizational structure, and staff development process into a total model that helps schools meet student perceived needs, assessed needs, career requirements, and human development needs. Successful implementation of the model can produce a school environment which is more open, trusting , cohesive, and positive to staff and students alike via Learning Communities (LC's) and a multi-elective structure.

The MUHS model can be compared to a theatre: the organizational structure provides "the set;" the instructional techniques provide the "script" and "props;" the students, supportive staff, teachers, and administrators are the "players;" and the community provides the financial backing and guidance through the superintendent — the "producer." The project director serves as the "director" of the production. Similar to a successful play, the Multi-Unit High School depends on the interaction of the audience, actors, director, and the community.

The nine essential players: Project Director, Superintendent, Principal, Assistant Principals, Learning Community Leaders, Department Chairpersons, Guidance Counselors, Learning Community Staff, and Staff Development Specialist each have produced a manual which details the role they play in a successful production. All manuals are interrelated, and it is essential that they be reviewed by all concerned to insure the success of the production or the model.

Dario Valcarcel, Jr.
MUHS Project Director
North Hunterdon Regional High School District
Annandale, N.J. 08801
(201) 735-5191

INTRODUCTION

The main goal of educational administration is to coordinate the entire school staff and direct it toward the attainment of its objectives — the principal one being that of effective teaching. Although today's school administrators must work with a public, a Board of Education, and a staff with all of their multi-faceted concerns and characteristics; all duties and tasks which a school's administration performs — in the final analysis — must contribute to, as well as enhance, the teaching-learning process.1

In this manual, we shall discuss the roles which the assistant principals perform in a Multi-Unit High School. In order to accomplish this, special emphasis will be placed upon their roles in conjunction with the learning community concept. Each strategy and technique must be thoroughly explored and analyzed.

Every organization must provide for decision making. In order to be effective, it must also clarify the various ways in which decisions are made. Without this provision, the organization would be rendered inoperable. Because of this necessity for survival, the decision-making process is the very heart of education administration. The problem now arises as to who makes these decisions.

Currently, there exist two opposing concepts of organization and administration: the autocratic and the collegial approaches. In order to be accurately perceived, these concepts should be viewed as points along the same continuum. The autocratic approach is typified by the concentration of power at the top of a pyramidal hierarchy. All decisions are made at the highest level and mandated to the subordinates. The collegial approach, on the other hand, provides for a pluralistic sharing of the power and authority necessary to make effective educational decisions. Decisions are made democratically by the members of the organization who will be affected by these decisions and are properly and efficiently carried out by the administration. The concept of pluralistic leadership as well as the grass roots theory represent the heartbeat of the Multi-Unit High School. The high school that wishes to implement any phase of this educational program must be prepared to accept an administrative philosophy which will embrace the tenets of a collegial approach.2

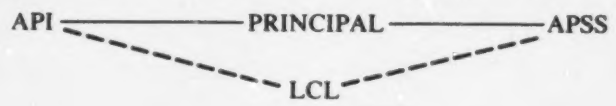
We live in a society which is no longer willing to accept absolutes. The 1970's can be described as a decade of concensus and compromise. Before an educational decision is made, there must be an examination or survey of the ideas, thoughts, and feeling of the public, the staff, and the students. The administration of a school system can make very fine use of its professional staff by allowing its members to become more involved with the decision-making process. People at all levels must be considered; for without their support, nothing will function properly.

The success of the collegial approach to the decision-making process depends in large measure on the administrative structure. The North Hunterdon High School and Voorhees High School Administrative Teams are each composed of a principal and two assistant principals —

1 Campbell, Bridges, Corbally, Nystrand, Ramseyer, "Introduction to Education Adm." 4th edition (Boston, Mass., Allyn and Bacon, Inc., Jan. 1972, pp. 102-112.)

2 Morphet, Johns, Reller, **Educational Organization and Administration** (Englewood Cliffs, New Jersey: Prentice Hall, Inc. 1967), Chap. 4

the assistant principal for instruction (API) and the assistant principal for student services (APSS). These two positions are staff in nature and are directly responsible to the principal.



In terms of structure, both the learning community leaders and department chairpersons have a direct line relationship to the principal. It is important to note the structural/organizational difference between the roles of the learning community leaders and the assistant principals and their relationship to the principal. This difference demonstrates one of the ways in which the hierarchy is further broadened in order for pluralism to take place. The principal will delegate much responsibility to the assistant principals and they, in turn, will deal with the learning community leaders. But the fact remains that there exists an open line of communications between the learning community leaders and the principal at all times. This direct relationship facilitates implementation of decisions at every level of impact.

Assistant Principal for Instruction

The assistant principal for instruction coordinates curriculum development for the school, working cooperatively with teachers in planning and revising the courses of study as well as conveying various recommendations to the principal in these areas. He is also responsible for the identification and resolution of instructional problems, insuring that the requirements of the planned curriculum are met and that administrative practices are correctly followed. In addition to attending formal meetings with the principal, the assistant principal for instruction meets with other school administrators as often as possible in order to discuss the total program and the overall workings of the school. Since the assistant principal for instruction participates in the teaching-learning process, he is also responsible for the high quality and prompt completion of his own and his teacher's tasks. The assistant principal for instruction participates in the recruitment of new teachers and is in charge of orientating these new staff members to their responsibility for high educational standards. He assures the adherence of similarly high standards in proper administrative practices and procedures. Perhaps the most important task of the assistant principal for instruction is to visit classrooms on a regular basis in order to observe and evaluate teachers and make recommendations for improvement. He must be willing to discuss teacher problems with the individual involved and respond to those concerns which fall within the scope of his authority to resolve. Lastly, the assistant principal for instruction is responsible for the supervision of spending within the curricular area of the school, insuring that the expenditures are valid and do not exceed the budgeted amounts.

The assistant principal for student services assumes responsibility for facility usage and security; for parental and/or taxpayer contacts of a problematical nature; for control of all extracurricular financial accounts; for development of a systematic approach to dealing with disciplinary problems; and for continued improvement of the detention hall. He keeps the principal informed of all non-instructional phases of the high school operation and monitors the unobstrusive measures which affect the rate of student progression.

It is important to clarify the fact that thus far only the major areas of responsibility of the assistant principal for instruction and assistant principal of student services have been discussed. Depending upon the various needs and concerns of a particular district, these major

descriptions can be further subdivided by the principal into specific job targets.

In terms of the many and varied areas of the Multi-Unit High School Concept, for which the assistant principal for instruction is responsible, the task of recruitment for the learning communities is the most important as well as the most difficult, painstaking, and time consuming. It is a task which requires the assistant principal for instruction to plan well in advance the strategies needed to change teachers' behaviors in order that they can begin to view the art of teaching from a more multi-faceted, student-oriented point of view. For the teacher to consider all the actual and perceived needs of each student for whom he is responsible is a staggering task. Most teachers operate from a teacher-oriented point of view and have had little exposure to undertakings of such a tremendous scope. When teachers become involved with the learning community concept, they must begin to look at teaching from many different angles, for there are as many angles as students. Knowledge of each student's needs becomes paramount for classroom lesson planning. The fact that additional teacher preparation time will be needed in order to implement such a program must never be concealed from the staff. It must be presented honestly.

Since additional teaching behaviors must be learned as well as additional time expended, the most difficult aspect of the entire undertaking is the actual recruitment of teachers. Persuading teachers even to look at this new approach to teaching becomes the primary goal of the assistant principal for instruction.

The teacher must understand what a professional educator is. A comparison can be drawn between an educator and an inquisitor. An inquisitor will not even listen to an idea which has not already been tested. However, an educator will listen, take a closer look, and perhaps even experiment with it, if it seems to contain elements that could benefit students. If the experiment proves the idea worthless, then it can be discarded. The point that must be made is that teachers, if they are really interested in students and education, cannot ignore an idea simply because it does not appeal to them. Teachers should and must be ready to consider all ideas which might be beneficial to students. Therefore, the gentle persuasion of teachers to at least look at the concept of learning communities is a prerequisite to recruitment. The following

is a list of suggestions and practices which can be used by the assistant principal for instruction in order to accomplish this first step along the road to actual commitment. The assistant principal for instruction should continually:

1. Maintain an enthusiastic approach to the entire learning community concept. Every method used to recruit must be sparked with a high degree of interest.

2. Provide the vision and create the atmosphere so that the new approach can, in fact, take place.

3. Keep the concept alive at all times and constantly reinforce the belief that the school will agree to and facilitate the changes necessary to implement learning communities.

4. Preach tolerance and open-mindedness and a willingness to practice academic freedom in the fullest sense of the term. This behavior must be discernible to the staff.

5. Use every available moment to talk to staff members either individually or in groups about the learning community concept. The staff must always be reminded that the **development** of the concept will emanate from them, not from the administration.

6. Be willing to arrange individual appointments with staff when they want to pursue related ideas which were formed during previously held group meetings.

7. Learn not to delegate all tasks. The staff must observe the assistant principal getting involved with the concept on all levels. The assistant principal for instruction must be willing "to get his hands dirty." It is essential that this fact be made clear, for this facet of the assistant principal for instruction's job is but one of many other related administrative tasks.

8. Make every effort to visit other schools where the concept is operating successfully. Attempts should be made to allow interested teachers to do likewise. If staff is permitted to view other similar situations, then the opportunity for inter-staff questioning exists. Trust is much more apt to arise among peers.

9. Be in **constant contact** with the teaching staff on all matters concerning learning communities. Constant contact and exposure are essential.

10. Help to eliminate in advance every possible area of conflict which the learning communities might engender with the present curricular system. Potential changes in the status-quo must be handled very carefully. When a comfortable situation is erased, a substitute must be provided or a void will appear. When dealing with human behavior, to neglect this provision could be disastrous.

11. Keep the principal informed of all progress as well as setbacks. The principal must be aware of all strategies in order that he may constantly support the assistant principal for instruction to the staff, the students, and the public.

12. Bombard the entire administration on all matters dealing with learning communities. Administrators are no different from teachers. Why move from a comfortable structure to another which will require additional work? Constant exposure to all related information is needed to make them supporters of the concept.

13. Take special care to reassure department chairpersons. The inclusion of a learning

community leader will necessitate reclarification of all roles. It must be emphasized to all department chairpersons that the creation of learning community leaders will not require the elimination of their positions.

14. Be willing to visit the staff in all subject areas and answer all questions dealing with learning communities. At the same time, the continued selling of the idea must be taking place.

15. Inspire interest in the learning community concept and make this concept infectiously interesting. The new role which teachers will play in regards to student needs, administrative reorganization, and decision-making must be stressed.

16. Avoid frightening teachers with these new ideas. The listener must always be made to view this new concept in a very positive palatable way.

Identification of Faculty with Specific Needs and Interests

During the persuasion stage, the groundwork for actual recruitment is soundly laid, creating an interested group of faculty members who will not only listen to the tenets of the new proposal, but also become a working part of it. It is this particular group of staff members who will eventually become the nucleus of the entire learning community operation.

In terms of developing this group of faculty members, there are certain facets of the assistant principal for instruction's role which are indispensible to future success. The assistant principal for instruction must be able to clearly demonstrate a need for an alternative curricular approach, stimulate staff to recognize this need, and then provide the encouragement and direction necessary for the staff to begin to approach the problem. The assistant principal for

instruction must also be able to recognize overt teacher dissatisfaction with the traditional modes of teaching, channel it properly, and capitalize upon this "creative dissatisfaction" in order that it might be transformed into a desire to become thoroughly involved with educational innovation. The assistant principal for instruction might utilize an inter-disciplinary approach to teaching as a conceptual point of departure to familiarize staff with the benefits of the new, alternative teaching mode contained in the learning community model. Becoming involved in discussions dealing with this method of instruction serves to prepare teachers psychologically. When one deals with this inter-disciplinary teaching technique properly, it serves as a new, interesting, and provocative approach to perceiving a subject-matter in the round. This preparatory stage can eliminate in advance any fear that mutual cooperation is impossible. The assistant principal for instruction must be able to spell out in detail all the logistical considerations needed in order to implement new or innovative policies. Both the assistant principal for instruction and the interested staff members must become involved with the logistical reshaping of the curricular format by analyzing their own respective curricular points of view from the vantage points of other disciplines.

The assistant principal for instruction should also direct his attention to the group of staff members who believe that the relationship between a student and teacher is paramount to learning. In doing so, he should stress that the learning community concept provides for closer contact between the instructor and his students, thereby facilitating the implementation of teacher strategies which help to eliminate high failure rates and class cutting.

Staff members quickly learn that pluralism is a difficult concept to implement. The decision making process is much more complex when a group of individuals has to arrive at a sound decision instead of having it spoon-fed to them. Therefore, it is extremely important that time be given to those individuals who wish to become involved in the planning and implementation of the learning community structure.

The summer is one such period of time that learning community participants can effectively utilize. It becomes the task of the assistant principal for instruction to secure the cooperation of the central administration and the Board of Education in terms of funds for summer planning work. The summer can provide the opportunity for teachers to brainstorm under optimum conditions — maximizing as well as enhancing the quality of the learning community and its underlying theory. This same opportunity for summer work also insures the fact that interested teachers will become better acquainted. To know each other is to work better together. That is not to say that all must like each other. This is the time when individuals begin to understand the educational philosophies to which each member subscribes.

Since these teachers will be embarking on a new course, clarity of task becomes essential. The assistant principal for instruction must devise a systems approach to the summer work program. It should be an analytical delineation and distribution of assigned tasks. This approach would eliminate vagueness and prevent confusion by translating these tasks into clear-cut performance objectives.

Another essential feature of the recruitment process is the knowledge the administrator/supervisor has concerning his teachers. Every teacher realizes that successful teaching depends in part upon how well he knows and understands his students. The same principal may also be applied to the relationship between an administrator and his teachers. Trust must be present at all times. The assistant principal for instruction should know his

teachers and be open to discuss their opinions and feelings about education. The assistant principal for instruction can utilize this personal information concerning his teachers in a creative and constructive way. He can seek out teachers who are sufficiently flexible and innovative to want to try something different. He would base this choice on the knowledge of his teacher based on past personal contacts, observations, and evaluations. In this way a segment of the recruitment process develops naturally and organically, and can become a new dimension to an already established personal/professional relationship. The assistant principal for instruction as a leader should be continually employing information about his teachers, creatively matching teachers with others of similar ideas, and steering them in the direction of groups of students who would welcome such competence and expertise. The greatest compliment one can bestow upon a teacher is to recognize his willingness to help those students who were in desperate need of his particular talents.

Essential to mounting such a recruitment program are the following criteria:

1. Utilization of personal knowledge about each instructor.
2. Ability to discern commonality of interests among teachers of complimentary personalities.
3. Underscoring of the school district's commitment to alternative education through such administrative involvement and interaction with staff.

Once recruitment has been finalized, it becomes necessary to insure the continued participation of those selected. This may be done by the assistant principal for instruction in the following ways:

1. Maintaining almost daily personal contact with the newly chosen learning community leaders in order to insure the on-going viability of the learning community concept.
2. Support learning community personnel consistently when problems arise.
3. Continually encourage inter-communication among learning communities. In this way, competition will be minimized and the sharing of ideas will be fostered.
4. Insure that the entire professional staff is kept abreast of all developments concerning the learning communities. This information can be supplied via faculty, group, and/or individual meetings. Communication in this area is vital in order to correct misconceptions and encourage good will.

Until now, we have concentrated on the role of the assistant principal for instruction in terms of persuasion and recruitment of learning community members. However, it should be remembered that there exists in every organization a group of individuals who will recruit themselves, individuals whose principal interest is to improve their station/position. This group will automatically be willing to discuss any avenue which may lead them to an improved position. Most writings which deal with education refer to this group as "upward mobiles." In addition to bringing these individuals a higher position and salary, any new educational idea can also stimulate their prospects for professional growth. With respect to those groups, the main job of the assistant principal for instruction is to detect, encourage, and channel this reservoir of potential leadership.

The final area of recruitment, which is by far the easiest for the assistant principal for instruction, is the identification of those faculty members who are and have also been aware of a need(s) for a specific group of students as illustrated by the North Hunterdon Regional High School District's experience.

The district is compsed of two comprehensive senior high schools, North Hunterdon and Voorhees. For years the vocational student has spent one half of his time in the clinical area. Virtually no consideration had ever been given to the vocational needs of these students within the academic realm. While it's true that the vo-ed student could choose his subjects from a multitude of courses offered in the multi-elective system, no course was offered to meet the specific needs which today's craftsman must have. The need to inter-relate the clinical with the academic was felt by three members of the North Hunterdon staff; an English teacher, a math teacher, and a social studies teacher. It was via the expressed awareness and cooperation of these instructors that the assistant principal for instruction was able to effect the formation of the Vocational Arts Learning Community.

A similar initiative was taken within the area of the theatre. North Hunterdon had never had a theatre department within the curriculum area. Theatre/drama courses were offered, but only within the English subject-area. All theatrical events were tied into the extra-curricular activity area. Again, there were four faculty members representing English, social studies, art, and music who believed that an outlet for the performing arts must be made available to the student body. This need produced the stimulus necessary to form the Fine and Applied Arts Learning Community.

Another very important example which illustrates this same kind of recruitment concerns the freshmen learning community concept.

As previously stated, the North Hunterdon Regional High School District is composed of two four year comprehensive high schools, North Hunterdon and Voorhees. Regionalization has not taken place below the ninth grade year. Therefore, the two high schools receive students from twelve independent elementary school districts. When these students enter the ninth grade, many of them feel alone in a sea of strange faces as they move from a relatively small school situation to a large one. One result has been class-cutting and failure rates consistently much greater among the freshmen than among the students in any other class.

A group of teachers who enjoyed teaching freshmen was able to perceive the new learning community concept as a vehicle for alleviating this problem. The teachers believed that the members of the freshman class should be made more accountable for their own education. By providing a learning community for each ninth grader, the annual identity problem could be solved through close and continuous association with a team of three or four teachers and

approximately 80-100 students with similar interests. The learning community could also provide each student with a secure sense of direction both educationally and vocationally. This would take place through a series of educational experiences directly related to student's present goals, implemented by a team of teachers with the capacity to tailor instruction to the needs and abilities of individual students. At the same time, the freshmen would still have the opportunity to benefit from participation in an ongoing elective curriculum in addition to their team involvement. Thus, membership in a learning community would provide the freshmen with the identity, security, and humanistic personal contacts found in a small school environment, while maintaining the benefits of attending a large, comprehensive high school.

Through the efforts of this group of teachers, who initially perceived the need for change, those of the director of the guidance area, various freshman learning communities were developed based upon both the academic and the personal needs and interests of the students.

Phase Implementation

The learning community concept underwent a substantial transformation between its initial introduction and its current implementation at North Hunterdon Regional High School District. Originally, the learning community consisted of a group of three or four teachers who were scheduled together during one class in order to teach material via an inter-disciplinary approach. These initial teams were:

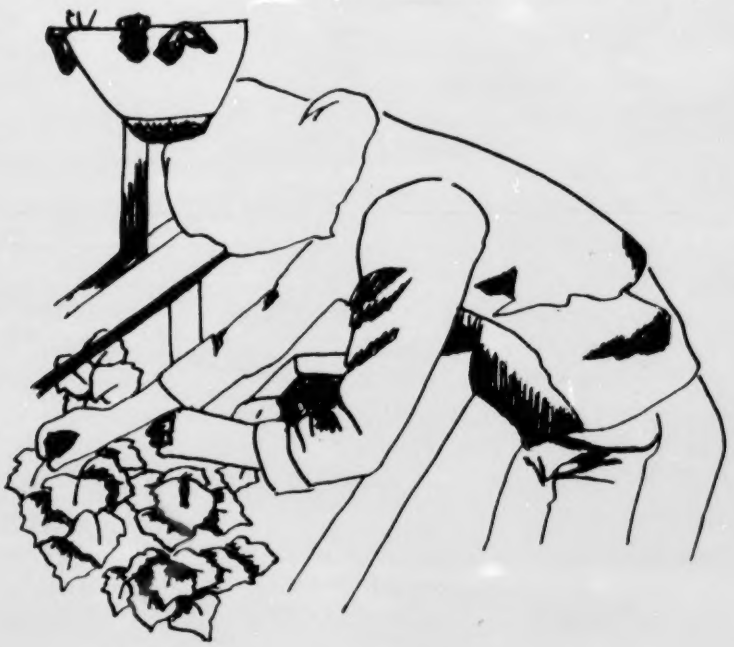
Challenge of the Modern Mind
Girls' Physical Education
Stagecraft
CORE

It became increasingly evident that this concept could be improved upon and expanded by converting these team-taught classes into the present learning community structure. The teams could be structured around a student's interest and a group of teachers — English, social studies, science, and math — would be given a particular focal point around which to teach a particular group of students within a given block of time.

It was felt by the teachers involved in this initial planning, that while it was important to have their students for a considerable amount of time, the entire day would be too much. They believed that the student should also be able to select courses from the school's multi-elective program. On the other hand, having the same students in their classes for 3½ hours per day, instead of one traditional class period, would allow the teachers to stress not only the cognitive domain but the affective and psychomotor domains as well. Each team would become a type of comprehensive mini-school, responsible for the education of its students. Such a strategy would allow the student to receive the benefits of a small school via the learning communities while reaping the benefits of the entire curricular program offered by elective courses.

In his monitoring role, the assistant principal for instruction was able to pave the way for these changes. The challenge of the modern mind class was converted into the Upperclass Philosophical Foundations Learning Community, staffed by an English and a social studies teacher who were given a block of time consisting of eight mods. The CORE group became known as the Upperclass General Education Learning Community consisting of an English, social studies, science and math teacher. This group was scheduled for the entire school day because of the nature of the program as well as the nature of the students.

While this entire process was occurring, the rest of the staff was watching closely. The success of these initial efforts produced a ripple-type effect which encouraged the formation of additional learning communities. Therefore, during an implementation stage such as this, the assistant principal for instruction must be able to take advantage of the opportunity to monitor progress carefully and smooth the way for others who become interested as a result of observing the success of others. During this period of time the assistant principal for instruction must also be aware of the needs of all staff members. He should give much time to personalized conferences with teachers who have elected to become part of this new approach, but as importantly he should give his attention to those who are hesitant to become involved. There are some individuals who fear making changes for a variety of reasons: they are concerned with what the opponents of change are thinking; about the time necessary to implement such an



in-depth program; and about whether or not they actually will be able to succeed in an area which is unfamiliar to them and may present many more problems. The assistant principal for instruction must be willing to meet with these individuals at any time and any place in order to alleviate these fears.

As was stated previously, the concept of pluralistic administration represents the heartbeat of the Multi-Unit High School. For the first time, in many cases, teachers will be making major decisions which affect them and their students. In the past, these decisions were usually made for the teacher. This is the most difficult area for the administrator to adjust to. He must not feel threatened, nor hesitate to allow learning communities to make these decisions — decisions in such areas as in-service, budget, needs assessment testing, curriculum development, scheduling, guidance, and resource centers. Rather he must be willing to give such teachers the support, encouragement, and assistance necessary for them to perform these roles successfully. Information and direction must be provided to the involved teachers. It therefore becomes the role of the assistant principal for instruction to conduct various in-service programs for the learning community staff members. For example, teachers have to learn how to construct a **sound budget** for their learning community. Learning community staff members might also need to be provided with various techniques of student needs assessment if the learning community is truly going to take into consideration the totality of each student. If the results of this evaluation are to be utilized, the staff may need instruction in the area of curriculum development to enable them to make provisions for meeting assessed individual student needs.

The staff of each learning community is also given a block of time in which to schedule each student. This presents a problem in that teachers seldom have scheduling experience. In most cases teachers received a schedule of their assignments by mail during the summer. The only thing asked of them was to adhere to it. Now, working within the learning community concept, they are being asked to create their own time parameters within the learning communities' allotted blocks of time. Therefore, it is important that the assistant principal for instruction help learning community teachers learn how to accomplish this new task.

Operating within the area of guidance also presents an interesting challenge to the teachers who become involved with the learning communities. A very important aspect of the entire learning community concept is the affective domain. Each learning community staff member is an "advisor" to a group of students within that learning community. This provides the necessary route for teachers to become more intensively involved with their students in areas other than the cognitive domain. Many teachers have always wanted to participate in this area, but **time** has worked against them. The learning community concept has provided the opportunity for interested teachers to accomplish this. In addition, each learning community also includes a guidance counselor, who must not only perform his regular duties, but also train teachers in terms of guidance methods which they can readily use in dealing with their students. The assistant principal for instruction provides the encouragement for the learning community teachers to want to become more involved within this realm. The result is that for those teachers who choose this route of involvement, an opportunity is provided to relearn just how important a part the affective domain plays in academic success.

Another area in which the assistant principal for instruction must provide teachers with information is in the various techniques and strategies by which they can plan their lessons in order to take advantage of available media centers, resource centers, and open labs.

It is the constant responsibility of the assistant principal for instruction to improve the level of instruction for each student and teacher. In order to accomplish this, there are certain specific areas of concern on which the assistant principal for instruction must concentrate in addition to his regular daily tasks. Each of these concerns will be listed and dealt with as separate items:

Teacher Evaluation

The primary role of the assistant principal for instruction is to supervise the instructional area and to make recommendations to improve the level of teaching performance wherever needed. In the North Hunterdon Regional High School District, the assistant principal for instruction, the principal, and district administrative staff are given the responsibility of evaluating teachers. They have striven for thoroughness and humaneness in this process, while evolving a unique methodology.

The assistant principal for instruction is directly responsible for the completion of three written classroom evaluations per year plus a final composite evaluation on every non-tenured teacher. Following each classroom visitation, a conference is scheduled between the teacher and the assistant principal for instruction. During this meeting, the teacher's performance is evaluated as to professional strengths, contributions, and significant needs. This time also affords the opportunity for the assistant principal for instruction to check the teacher's class register and plan book while providing an occasion for the teacher and the administrator to discuss any school-related topics. Tenured teachers, on the other hand, are regularly observed by the assistant principal for instruction, but their evaluation is not a mandatory annual task. As delineated in the negotiated contract between the Board of Education and the NHRHS District's Teachers' Association, tenured teachers are evaluated only when there is evidence of a significant need to do so.

The assistant principal for instruction submits the final composite evaluation on each non-tenured teacher to the principal for review and approval. If a change in the evaluation is to

be made, both the assistant principal for instruction and the principal must come to a consensus agreement before the change is made. Following this process, the assistant principal for instruction then allows each department chairperson to read and review the final composite evaluation on the non-tenured teachers for which he is responsible. If a further change is desired, the assistant principal for instruction and the principal must once again confer and reach consensus. When all parties are in agreement, the assistant principal for instruction and the principal schedule a final evaluation conference with each non-tenured teacher in order to discuss the teacher's performance during the current year. (Refer to Appendix A)

Budget Monitoring

The assistant principal for instruction is directly responsible for all curricular expenditures within the high school and maintains a current record of all monetary balances for each sub-account in all subject areas. When a teacher wishes to make a purchase, he informs the department chairperson and the learning community leader of the need. If it is deemed valid by the department chairperson, a purchase order form is completed and submitted to the assistant principal for instruction. It is the job of the assistant principal for instruction to approve the need for the purchase as well as to insure that the monies are available in the specific account. If the request is approved by the assistant principal for instruction, the purchase order form is signed and forwarded to the principal for approval. It should again be noted that it is the primary duty of the assistant principal for instruction to insure that every aspect of the proposed need for purchase has been checked thoroughly before it is submitted to the principal for his signature. (Refer to Appendix B)

Promotion of Cross Disciplinary Techniques

The assistant principal for instruction is the only person in the entire school whose job description requires that he observe all teachers within the school. This aspect of the assistant principal for instruction's position provides him with an overview of the content and methodology being employed in all classrooms. Equipped with this knowledge, the assistant principal for instruction is then able to suggest and encourage cross disciplinary techniques whenever appropriate and applicable. The sharing of these ideas and techniques can take place via: individualized teacher conferences, department chairperson's suggestions, learning community leader meetings, and learning community staff meetings.

However, the assistant principal for instruction must realize that not all topics are easily interrelated, and that his ideas and suggestions are not final. The assistant principal for instruction is merely encouraging teachers to take advantage of a particular method when it can be beneficial to the student. It is through the suggestions of the assistant principal for instruction that brainstorming between himself and the staff can take place. It is quickly learned that respect for the staff's ideas will prove to be just as beneficial as the final conclusions or decisions reached.

The assistant principal for instruction should also maintain a file on all existing mini-courses, community resources, and learning activity packets which have already been completed. With this kind of information at his disposal, suggestions to the staff are once again facilitated. When employing this method, the assistant principal for instruction is sharing the

products and ideas **produced by other teachers** rather than administrators. This fact helps to eliminate any doubt that a teacher might have as to the reasons for a technique's suggested use.

Organization of Summer Work

During the month of April, the assistant principal for instruction asks that all interested subject area and learning community personnel submit requests for summer curriculum employment. Each request must contain the tasks to be completed, the names of staff members who wish to work on the project, and the time which they feel will be needed for completion. The assistant principal for instruction sets a deadline by which all requests must be submitted. Since he is dealing with income, this deadline is extremely important in that it becomes a way in which fairness can be demonstrated to all concerned. The assistant principal for instruction then meets with the principal in order to review the suggested summer tasks. At this time, the assistant principal for instruction can also make his suggestions as to which tasks are imperative. Once again, the assistant principal for instruction and the principal arrive at a consensus decision as to which requests should be approved. Obviously, an important factor in the extent of teacher employment depends upon the allotted monies available. It should also be noted that both the assistant principal for instruction and the principal have the authority to make all necessary changes as to number of hours needed to complete a given task, or additions and corrections to the tasks themselves.

When final consensus between the assistant principal for instruction and the principal is reached, the assistant principal for instruction is delegated the responsibility of formulating the summer working schedule. This schedule is flexible in that every effort is made to accommodate teacher availability. Final payment is based upon the completion of the tasks themselves.

Learning Activity Packets

It is the responsibility of the assistant principal for instruction to insure that each teacher within the high school design at least one learning activity packet per year. These LAP's are then centrally filed within each subject area's resource center and thereby made available for student-teacher usage. The incorporation of this task as an aspect of a teacher's duty provides additional teaching materials to accommodate students who either demonstrate a need for remedial/tutorial aid or who desire to accelerate. The inclusion of this teacher task also provides continuous progress programs with a great deal of supplementary material which is needed for such individualized programs.

Curriculum Guides — Program of Studies

There is a Program of Study breakdown and Curriculum Guide for each elective subject and learning community offered at the North Hunterdon Regional High School District. Both the Program of Studies and the Curriculum Guides have been constructed via the use of performance-based terminology. It is the job of the assistant principal for instruction to insure that these guides are completed satisfactorily, up-dated when necessary, and followed in the classroom. When the curriculum is revised, the assistant principal for instruction is responsible for insuring that all changes are reflected in both the Program of Studies and the Curriculum Guides. (Refer to Appendix C)

Cooperative Planned Units — Independent Study

It is the role of the assistant principal for instruction to approve student applications for both the Cooperative Planned Units in Careers Program and the Independent Study Program.

The Cooperative Planned Units in Careers Program is an approach to learning in which the student is given the opportunity to act as an observer in an occupational area of his choice. The student contracts with his guidance counselor for the amount of time which will be spent in such a project as well as for the number of credits. The final contract is then approved by the assistant principal for instruction. It is essential that both the assistant principal for instruction and the guidance counselor impress upon the student that he must be willing to accept full responsibility for certain areas of the learning process since this approach to learning represents an out-of-school situation.

The Independent Study Program originates with a teacher, a student, a parent, or a guidance counselor. When the situation arises, the student and the teacher confer in order to draw up a contract which will delineate the objectives, the materials, the activities, the time-limit, and the number of credits which the student will earn upon the completion of the work. All final requests for independent study must be approved by the assistant principal for instruction, who also monitors the progress of the students involved in this program. The assistant principal for instruction, working closely with those teachers who are involved with independent study, has the authority to terminate the contractual agreement if the student has demonstrated an unwillingness to cooperate fully. Neither of these programs should be considered an easy way to attain credits. They both represent serious methods which allow for student individuality and creativity. (Refer to Appendix D)

In-Service

There are two types of informal in-service programs in which the assistant principal for instruction must become thoroughly involved. One method directly affects the continuous growth of the learning community concept and the second affects the multi-elective program. As

was already stated in the section dealing with staff recruitment for learning communities, the assistant principal for instruction must meet continually with individuals or groups in order to solve problems, answer questions, or demonstrate various methods and techniques which will enhance the positive movement and growth of the learning community concept.

Secondly, the assistant principal for instruction must always be willing to meet with the department chairpersons and provide them with the necessary knowledge and skills they must have in order to work successfully with their teachers and students. It is probably within the area of teacher supervision where this in-service function is most felt. The assistant principal for instruction must teach various supervisory type techniques to his department chairpersons so that they are able to carry out their role as an instructional resource person effectively.

The assistant principal for instruction also provides a great deal of in-service training for those staff members who have been newly selected to fill various instructional positions, such as LCL's or department chairpersons. Here it becomes essential that the assistant principal for instruction be available and willing to explain the position's responsibilities. He must be accessible whenever necessary to give direct personal assistance. This type of a personalized, informal in-service provides the new person filling the position with the confidence and trust which are necessary for a smooth, sound operation.

Continuous Contact with Learning Communities

For a teacher to make the necessary commitment in becoming a functional part of a learning community, he must be made aware of the tremendous amount of work and time expenditure necessary to guarantee success. As has been repeatedly stated, a learning community teacher accepts the responsibility for the education of **each** of the students within that particular learning community. Needless to say, many questions and problems quickly arise for those staff members who attempt to tailor a personalized, individualized curriculum for groups of individuals. Frustration can mount quickly in such a situation. In order to be an **advocate** for the learning community staff members as well as the LCL's, the assistant principal for instruction must keep in constant contact with all learning communities. Since the assistant principal for instruction is the only person within the school who is continually observing classes and sharing instructional ideas, he is most able to come to the aid of a teacher or teachers who are experiencing problems within the learning community. It also is extremely helpful for each learning community leader to know that the assistant principal for instruction is ready to involve himself in any endeavor which will foster the continued positive growth of the learning community concept.

Development

As the learning communities move more and more into the area of student assessment, a great deal of additional, detailed information is gathered concerning both the actual and perceived needs of students. Since the major goal of the learning community concept is to tailor a program for each of their students, the staffs of the learning communities are encouraged continually to revise their respective curricula in order to satisfy the shifting academic and social needs of their students.

After the implementation of a learning community, many changes may occur based on

individual student and staff needs. One must also bear in mind that the polishing and refining of certain areas within the structure of a learning community will be a continuous process. The assistant principal for instruction must always be aware of the ever-changing needs of his learning community staffs.

There are also faculty members who, for one reason or another, were not initially involved with the learning community concept, but after observing the results, have now chosen to try it. The assistant principal for instruction must be willing to work with these individuals in order to facilitate their entry into the program. It should be noted that these teachers may want to become involved in a learning community centered on their own ideas or interest areas. That is, they may choose to organize a new learning community rather than become a part of an existing one. The assistant principal for instruction should listen well and help to clarify the basic ideas which these interested teachers have, as well as provide the necessary encouragement and direction. The teacher who wishes to initiate a learning community should also be asked to recruit his own staff. It is advantageous to the learning community when teachers themselves organize their own learning community structure. However, it must always be remembered that the assistant principal for instruction should be willing to serve as a resource person for recruitment if a problem in staffing a new learning community should arise.

Another very interesting, important, and logical concern for growth lies within the realm of learning community expansion. Some learning communities involve a single grade, while others involve two or three grades. When most teachers first become involved, the mere idea of having 10th, 11th and 12th graders in the same learning community can frighten them away from the concept. Therefore, it is imperative that the assistant principal for instruction respect the judgment of his learning community teachers and allow them to gradually polish and refine their

own ideas and strategies with respect to expanding their programs to include more grade levels. Very often, the move toward the inclusion of additional levels will be based upon the success factor experienced by the multi-grade level programs.

Free and open channels of communication among students, teachers, administrators, Board of Education members, and the general public also provide an avenue for continued growth and expansion. Each already existing learning community has a teacher/student advisory board built into its structure. Each learning community also has its own parental organization which meets at least twice per year. Via this type of organization, the staffs of the learning communities are able to listen to the many and varied ideas as well as criticisms which learning community students and their parents have. This aspect alone produces many additional benefits for the entire teaching staff in terms of the public image of education. It should be noted that the Program Improvement Council also reaps the same kind of favorable results via open communications with the public. (Refer to **Principal's Manual**)

The principal also presides over a Student Curriculum Committee of which the assistant principal for instruction is a standing member. Students submit items to the principal for a proposed agenda. Board of Education members and teachers are also invited to attend all meetings. The assistant principal for instruction must always be cognizant of what students are saying, since many of the students' ideas and criticisms affect the instructional area. The Student Curriculum Committee also provides valuable feedback concerning the learning communities. This feedback has often been the stimulus needed for improving and expanding existing learning communities as well as creating new ones.

Continuous staff evaluation plays a very important role in regard to learning community staff recruitment. Since it is the assistant principal for instruction who is continually observing and evaluating teaching performance, it becomes quite easy for him to select staff members whose teaching performance indicates the possession of the necessary skills for becoming a member of a learning community. On the other hand, it is possible for a present learning community staff member to be misplaced and/or not satisfied with his current responsibilities. Once again, it becomes the duty of the assistant principal for instruction to use the knowledge

gathered via classroom visitations and teacher evaluations to make the necessary revisions and/or additions.

As was stated previously, monitoring of student enrollments by the assistant principal for instruction is also important. Through formal or informal in-service with the learning community staffs, the assistant principal for instruction will initiate the process for the generation of ideas and strategies which will increase the enrollment if a learning community is beginning to falter. The question immediately comes to mind that if the learning community concept is experiencing so much success, why would there even be a problem with student enrollments? Traditionally, students are accustomed to electing one course with one teacher. There is a very big difference between a guidance counselor explaining a course to a student and explaining a learning community, because the learning community may encompass three or four basic academic subjects based on an interest area. It is also strange to most students that this new learning community will deal with other areas in addition to the cognitive domain. Other students may feel threatened by being blocked into a schedule for 3-4 hours. Because of the departure from overall traditional methods presented by the learning communities, the learning community staffs need to be informed as to the various ways in which student recruitment can be facilitated. The assistant principal for instruction becomes involved in this area but in an indirect way. It is his responsibility to meet with the learning community staffs and/or individual learning community personnel to initiate the brain-storming phase of planning and thus avoid imposing his ideas upon the entire learning community staff. The following list of suggestions to increase enrollment was developed at such a meeting:

1. Guidance personnel can perform the traditional task of explaining learning community offerings to students before the scheduling process takes place.
2. Teachers can take a few moments of class time to explain various programs to students.
3. Students representing the various learning communities can be sent to speak about their respective learning communities to students enrolled in the multi-elective system.
4. Advertising and detailed descriptions of learning communities can be published in both the student newspaper and the Superintendent's Newsletter to the general public.
5. Each learning community has at least two parental group meetings per year. The school at large conducts a formal "Back to School Night" for parents. Teachers, administrators, and guidance personnel also are continually meeting and/or phoning parents throughout the school year. These various forms of parental contact can serve to inform parents about the learning community concept.
6. Learning community staffs and representative students can also organize a general recruitment meeting after school and invite all interested students.
7. Learning community staffs can create mini-courses for their students. When these occur, non-learning community students can be invited to attend. This can serve as a way to introduce students to the concept.
8. A learning community may also wish to set up a booth in the cafeteria during scheduling and man it with teachers and students in order to answer any questions which students might have concerning learning communities.
9. A learning community may also decide

to present some type of dramatic or musical performance for both learning community and non-learning community students. Of course, this kind of activity depends upon the focal point of a particular group; it was used quite successfully by the Fine and Applied Arts Learning Community to help attract freshmen.

As has been stated previously, the learning community concept needs the support of the administration if it is to survive. The assistant principal for instruction provides much of this support with continual teacher contact being the essential ingredient. Teachers must know that the assistant principal for instruction is there when they need him. He must be willing to "dirty his hands" as an **advocate** for his teachers and the learning community concept. Working in accordance with the precepts of pluralism, the assistant principal for instruction **never** mandates the tasks to his teachers nor simply sits back and awaits the completed project. Instead, he is the catalyst, helping them accomplish their tasks through assistance in planning, organization, and implementation. By such action he builds a feeling of trust between himself and the staff that helps teach teachers the tenets of the pluralistic concept. The assistant principal for instruction **demonstrates** the concept of pluralism to the school community through the **actual practice** of the concept in dealings with the learning communities.

The assistant principal for instruction should also be aware of the needs of the learning community teachers in terms of instructional methodology and strategies. In addition to the various types of in-service programs which he or the administration can conduct, the assistant principal for instruction must also be responsible for organizing professional in-service meetings with experts in fields such as planning, the advisor-advisee concept, scheduling, budget, and curriculum development. As the learning communities gain experience and polish, it is essential that they be taken further via contact with such professional specialists.

As is easily seen, the main concern of the assistant principal for instruction is people. In order to function in this position/capacity, the assistant principal for instruction must be willing to be involved with people from the beginning until the end of the school day. Initially, the day is often further extended because there always are those teachers who prefer to meet out-of-school to discuss their potential roles within learning communities. Thus, the

indispensible criterion for accepting the role of the assistant principal for instruction within the Multi-Unit High School model is the willingness to work with teachers, helping and guiding them toward the acquisition of their goals without being threatened by a concept which allows these same teachers in-put into major decisions affecting them, their students, their programs, and their school system.

Assistant Principal for Student Services

During the implementation stage of the learning community concept, the assistant principal for student services is helpful in gathering and collating significant information in certain areas, such as: the frequency and the number of students cutting classes; the frequency and number of students tardy to school; the frequency and number of students absent from school; the numbers and kinds of disciplinary referrals made to the dean of student affairs office; and the frequency and extent of vandalism.

The assistant principal for student services has many responsibilities that are not connected directly with the learning community concept. For example, he is responsible for all non-curricular activities within the school. In this role, he works closely with such other administrators as the dean of students, director of athletics, and the director of student activities. He also evaluates teachers in terms of their supervisory assignments, and is responsible for the security of the school building. In general, his greatest responsibility is to free the principal from much of the administrative detail that would otherwise prevent the principal from participating in curriculum and instructional matters. Often this aspect includes a great deal of contact with the community. In compliance with his role, the assistant principal for student services is directly responsible to the principal in all matters concerning administrative detail, discipline, the monitoring of unobtrusive measures in reference to program evaluation, the supervision of student activities, building security, the planning and organization of the master calendar, and the assignment of teachers to supervisory-type duties. Obviously, these responsibilities affect the entire school community and not just learning communities.

However, there are certain areas concerning the learning communities where the assistant principal for student services becomes directly involved. The entire organization of the learning community's disciplinary procedure is quite different from that of the multi-elective system. When an infraction occurs, the assistant principal for student services is not the first person to deal with the problem. The student is first referred to the staff of the learning community in which he is enrolled, for it must be remembered that the learning community concept concerns itself with all domains, the psychomotor and affective as well as cognitive. The learning community concept provides each learning community with the necessary authority and autonomy to deal with first-level disciplinary infractions. This type of disciplinary procedure has been extremely successful for students who seem to be more willing to confer with a group of teachers with whom they are familiar than with the disciplinarian of the school. Not only is the student more comfortable, but this procedure helps indicate to the student that there exists a group of interested adults who are willing to help in any area which will facilitate the educational process for him. Thus, for example, the learning community staff has the authority to call a meeting involving parents, teachers, counselors, etc. in order to help correct his problem. It is only after every avenue has been covered and no progress has been made that the learning community staff refers this discipline problem to the assistant principal for student services.

As was stated previously, the assistant principal for student services is responsible for the gathering and collation of unobtrusive measures which help the staff to perceive more clearly the progress of students. Each year, at the North Hunterdon Regional High School District the assistant principal for student services has been able to show via his monitoring results that the frequency and number of learning community students who cut class, who are continually absent and/or tardy, or who have been involved in vandalism has been drastically reduced since the implementation of the learning community concept. This type of available knowledge has helped influence non-learning community personnel to become more directly involved with learning communities. It has provided additional stimulus for the creation of new learning communities as well as the expansion of the already existing communities. (Refer to Apprendix E).

Conclusion:

The implementation of the learning community concept within the North Hunterdon Regional High School District has brought an entire set of new challenges, as well as a great deal of professional dedication and excitement. Because learning communities concentrate upon the individual, a greater sense of security and humanization can be discerned by both teachers and students. Enthusiasm and general school morale have markedly increased for both students and staff, and both can now easily identify with the curricular program through their unique participation in the decision-making process. Learning communities revitalize a school system and its programs.

However, the existence of such a program depends heavily upon the philosophy of a particular district and how this philosophy is implemented. In order to guarantee the success of the learning community concept, the members of the administration must be willing to work as a unit, while at the same time recognize each other's specific roles. Once this is accomplished, the

administration can project to its staff the positive image of a body of educational leaders willing to employ a pluralistic approach to the administering of the school district. In implementing this approach the administration maintains open channels of communication with all areas of the school.

If the learning community concept is to succeed, it is imperative that an administrative team approach be utilized; that the tenets of pluralistic administration be employed as much as possible; that all administration and staff be aware of all specific roles and job responsibilities; and that every attempt be made to insure complete honesty and open communication. When these factors are combined successfully, the result is a very exciting school, where people work, teach, learn, and grow together.

APPENDICES

A. EVALUATION REPORT FORM

B. BUDGET BALANCE SHEET

C. CURRICULUM GUIDE FORMAT

CC. LEARNING ACTIVITY SUMMARY

D. APPLICATION FOR INDEPENDENT WORK-STUDY

E. DISCIPLINARY REPORT

F. DISCIPLINARY CONFERENCES

G. CUT SHEET & CONFERENCE PASS

H. OFFICE REFERRAL FORM

Appendix A

NORTH HUNTERDON REGIONAL HIGH SCHOOL DISTRICT

This is an example of the Administrator's form used in evaluating teachers.

EVALUATION REPORT FORM

Teacher_____ Subject_____ Date of Observation_____

_____
Signature

Evaluator_____ Length of Visit_____ Date of Conference_____

_____
Signature

Strengths/Contributions:

Needs:

_____ Check if addendum is attached. Addendum to be submitted within 10 days of conference date to above evaluator.

Appendix B

This is the form used to keep an account of the invoices in each subject area.

BUDGET BALANCE SHEET

ACCOUNT NO._____ PROGRAM NAME _____

OBJECT_____

DATE	DESCRIPTION	PD.	REC.	BALANCE	REMARKS

Appendix C

This form involves all the steps necessary for a teacher to complete an acceptable Curriculum Guide.

CURRICULUM GUIDE FORMAT

Notes:

1. Please be aware of the fact that much of the information needed for the Program of Studies Booklet must also be used for the Curriculum Guide. This will prevent unnecessary duplication.
2. Also, review summer work projects with Assistant Principal for Instruction because many curriculum guides — following one format or another — have already been completed.

FORMAT

I. Subject Area Subjectives

II. Overview of Course

III. General Objectives — Performance Terminology

IV. Topical Outline
1.0
1.1
2.0

V. Specific Performance Objectives — (referring to topical outline)
1.0
1.1
2.0

VI. Activities and Materials
(Listing — reference to both outline and performance objectives)
1.0
1.1
2.0

Appendix CC

This form is very important. It is a general summary of all activities which will be occurring in that particular class.

NORTH HUNTERDON REGIONAL HIGH SCHOOL DISTRICT

LEARNING ACTIVITY SUMMARY

SUBJECT AREA OR LEARNING COMMUNITY: **SUGGESTED PREREQUISITE(S):**

COURSE NUMBER(S) AND TITLE(S): **CREDIT:**

LENGTH OF COURSE(S) (WEEKS):

CLASS ACTIVITIES:

	Oral use of the Language	Written use of the Language	Reading	Media (films, slides, etc.)	Student Projects	Small Groups or pair work	Discussion	Lecture	Cultural Activities	Speakers	Homework
Often	X	X	X		X	X	X				X
Occasionally				X				X	X	X	
Seldom											

DESCRIPTION OF COURSE(S):

GENERAL OBJECTIVES:

The Student Will Be Able To:

TOPICAL OUTLINE(S):

1.0
  1.1
2.0
  2.1

A. - LC - Subject
  1.0 topic number 1
    1.1
  2.0
B. - LC - Subject

MODES OF INSTRUCTION AND SPECIALIZED FEATURES:

Appendix D

This form is used when a student desires to work independently.

C & I Form
No. 46

Application for Independent Work-Study

NAME _____ Date _____

Course Title _____ Course No. _____

Description of Program

Specific Goals to be Accomplished:

_____

_____

_____

_____

Procedures to be used in Accomplishing Goals:

_____

_____

_____

_____

Dates of Conferences Between Sponsoring Teacher and Student:

_____

_____

Pass No. _____ Applicable Mods _____ Expiration Date _____

Signatures:

Student _____ Sponsoring Teacher _____

SAS/LCL _____ Principal _____

Appendix E

Five copies of this report are made and distributed as listed below.

Voorhees High School ☐
R. D.
Glen Gardner, New Jersey 08826

NORTH HUNTERDON REGIONAL HIGH SCHOOL DISTRICT
DISCIPLINARY REPORT

☐ North Hunterdon High School
Route 31
Annandale, New Jersey 08801

Student's Name	Grade	Date	Address (Parent/Guardian)
Date of incident	Mods	Teachers	Telephone number

REASON FOR REFERRAL: (Items checked below indicate infractions)

____ In Unsupervised Area	____ Fighting	____ Leaving School Grounds
____ Cutting Class	____ Illegally on School Grounds	____ Smoking Violation
____ Vandalism	____ Truancy	____ Stealing
____ Driving Violation	____ Insubordination	____
____ Misbehavior	____ Excessive Tardies	____ _____

ACTION TAKEN:

____ After School Detention
No. of Days_____

____ In-School Suspension
No. of Days_____

____ Loss of Gain Time
No. of Days_____

____ Out of School Suspension
No. of Days_____

____ Student will not be re-admitted to class or school until parents make arrangements for a conference. Please call my secretary between 8:30 a.m. and 3:30 p.m. at _____ ext _____.

____ Student is not allowed on school grounds, or to attend any school functions during suspension period.

____ It is suggested that the student not be allowed to leave home while school is in session during the suspension period.

cc: HOME
FILE
GUIDANCE
TEACHER
PRINCIPAL

_____
Assistant Principal for Student Services

Appendix F

Disciplinary conferences are recorded on this form.

DISCIPLINARY CONFERENCES

Date _____

NAME	GRADE	REASON	TIME	REMARKS

Appendix G

When a student has cut a class, the teacher fills out this form.

CUT SHEET

TEACHER _____ **DATE** _____

STUDENT	STUDENT'S GRADE LEVEL	MODS CUT	PARENTAL CONTACT

CONFERENCE PASS

Students are notified to appear to a conference through this form.

ATTENDANCE TEACHER - Please deliver at once to the student or **return** pass to the Principal's Office **immediately** if student is absent.

STUDENT - Noncompliance with this directive will result in disciplinary action.

_____ _____ _____

(Student's Name) (Grade) (Homeroom)

Conference appointment time: _____ Date: _____

MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY

CLASSROOM TEACHER: Please note time and initial when student leaves.

Left classroom: Time: _____ Teacher's Initials: _____

Excused to return to class: _____ _____

(time) (by)

Assistant Principal for Student Services

Appendix H

OFFICE REFERRAL FORM

_____
Ref. # & Year

Teachers fill out this form if some disciplinary action needs to be taken.

Name of Student: _____ Grade: _____

Date of Referral: _____ Period: _____

REASONS FOR REFERRAL: _____

_____

_____

_____

_____

_____

_____

_____

_____

RESUME OF DISCIPLINARY ACTION TAKEN BY TEACHER PRIOR TO THIS REFERRAL:

_____

_____

_____

_____

_____

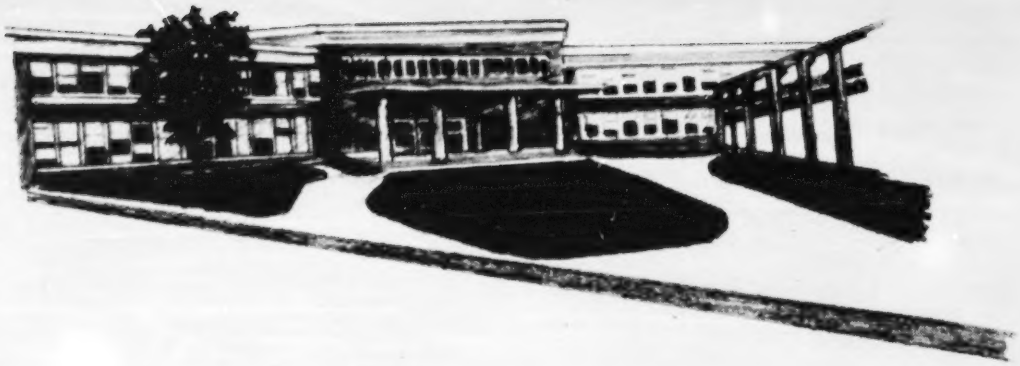
_____

_____

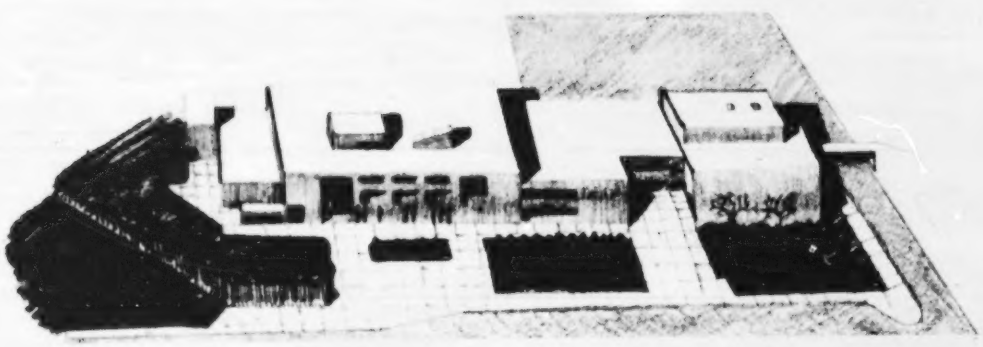
_____

TEACHER'S SIGNATURE _____

ROOM # _____



North Hunterdon



Voorhees